DOCUMENT RESUME

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ABSTRACT

In fall 1993 and in spring 1994, Florida's Pensacola Junior College (PJC) surveyed all Associate in Arts, Associate in Science, and certificate graduates, using the Two-Year College Form of the American College Testing (ACT) Student Opinion Survey. Information was sought regarding graduates' reasons for selecting PJC; ratings of PJC at the time of application for admission; opinions regarding whether they would choose PJC again if starting college over; ratings of the overall "impressiveness of quality" at PJC; use of student services; satisfaction with student services and other aspects of the college; and college experience, including credits taken, employment while attending, decisions regarding their major, student-faculty communication, and the helpfulness of college services. Usable responses were received from 167 of the 439 fall 1993 graduates and 215 of the 560 spring 1994 graduates. Study findings included the following: (1) the three most commonly cited major reasons for selecting PJC were convenient location, the availability of desired courses, and low cost; (2) 80.9% of the respondents rated PJC's educational quality as excellent or good; (3) only 74.6% of the respondents indicated that they had used academic advising services; and (4) in general, respondents were satisfied with PJC services and programs. Data on respondents' demographic characteristics are appended. (HAA)

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PJC
ALUMNI FOLLOW UP SURVEY

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General Data Presentation

✦✦✦

ACT

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Student Opinion Survey (2-Year College Form)
FALL 1993 and SPRING 1994
AA, AS and Certificate Graduates

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Return Rates:

Fall 1993	Spring 1994
439 Graduates	560 Graduates
439 Graduates Surveyed	560 Graduates Surveyed
167 Usable Forms Returned	215 Usable Forms Returned
38.04% Participation Rate	38.39% Participation Rate

* * * *

Prior Reports From This Study:

R-94-60A "Voices of the December 1993 Class; Commencement of Certificate, AS and AA Graduates from the ACT Student Opinion Survey (2-Year College Form), 1-31-94"

R-94-650B "Voices of the May 1994 Class; Commencement of the Certificate, AS and AA Graduates from the ACT Student Opinion Survey (2-Year College Form), 7-12-94"

R-95-604 "Drug Education Prevention Program Survey of Student Awareness, Pensacola Junior College Associate of Arts, Associate of Science and Vocational Certificate Graduates, Fall 1993 & Spring 1994, 1-13-95"

R-94-650 6-13-95

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INTRODUCTION: Following are data from the combined fall 1993 and spring 1994 survey of PJC AA, AS, and Certificate graduating classes. All of these program graduates were surveyed and the college received an approximate 38 percent return using the ACT Student Opinion Survey (2-Year College Form). These data demonstrated a high level of satisfaction with the college and its programs.

DEMOGRAPHICS: The general personal characteristics of the 382 PJC graduates who responded to the survey questionnaire are found in the appendix at the end of this report.

STUDENT SATISFACTION AND PERCEPTIONS:

REASONS FOR SELECTING PJC:

Percent	Major reason	Minor Reason	Not a Reason	Blank
Convenient Location	56.5%	20.9%	16.8%	5.5%
Offered Desired Courses	56.0%	24.1%	12.8%	7.1%
Low Cost	43.5%	25.1%	27.8%	8.6%
Work While Attending	34.8%	21.7%	35.3%	8.1%
Good Reputation	27.0%	31.4%	33.0%	8.6%
Social Atmosphere	6.8%	20.2%	63.9%	9.2%
College Size	17.3%	25.1%	49.0%	8.6%
Chance of Personal Success	33.0%	24.1%	34.3%	8.6%
Financial Aid	20.7%	18.8%	51.8%	8.6%
Advice of Relatives	9.7%	17.3%	64.1%	8.9%
Advice of H.S. Teacher, etc.	3.4%	6.0%	8.1%	7.6%
To be with Friends	2.1%	8.6%	81.7%	7.6%

Strong (⅓ or better as a "major" reason) reasons (in descending order) for attending PJC were convenient location, desirable course offerings, low cost, ability to work while attending and chance for personal success. Those selection reasons with weak responses (1/10th or less) were (in ascending order): to be with friends; advice of high school teacher, counselor, etc. (a surprising response); the social atmosphere of the college; and advice of parents and relatives (still less than 10%). Perhaps more information should be provided both to relatives and high school personnel about PJC opportunities.

INDICATE YOUR RATING OF PJC AT THE TIME YOU APPLIED FOR ADMISSION:

	All Students	Evening Students	Black Students
First Choice	78.5%	91.3%	72.7%
Second Choice	12.6%	5.0%	22.7%
Third Choice	0.8%	1.3%	0.0%
4th or more	3.1%	1.3%	0.0%
Blank	5.0%	1.3%	4.5%

PJC was about the first choice of four of five PJC graduates. However it was over 90% for evening students. But it was less than ¾ for African American students, but was the highest (22.7%) of all groups for PJC as a second choice (which may have recruitment implications; though the total "n" was low at 22).

IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO ATTEND THIS COLLEGE:

Response	Percent
Definitely Yes	40.1%
Probably Yes	37.2%
Uncertain	9.4%
Probably No	5.8%
Definitely No	3.7%
Blank	3.9%

At least 77.3% would or probably would do so.

OVERALL IMPRESSIVENESS OF QUALITY AT PJC:

	PJC	Milton	Pensacola	Warrington
Excellent	30.4%	27.8%	31.3%	30.9%
Good	50.5%	52.8%	53.6%	46.9%
Average	12.8%	13.9%	12.9%	14.8%
Below Average	2.1%	0.0%	1.3%	6.2%
Very Inadequate	0.5%	2.8%	0.4%	0.0%
Blank	3.7%	2.8%	0.4%	1.2%

General perception of college educational quality was excellent or good (80.9%). There was little difference among the campuses.

USE OF STUDENT SERVICES:

Service	Not Available	Have not used	Have used	Blank
Academic Advising	0.0%	20.2%	74.6%	5.2%
Personal Counseling	2.4%	77.2%	14.1%	5.8%
Career Guidance	0.0%	72.8%	22.5%	4.7%
Job Placement	1.3%	83.2%	10.3%	5.2%
Financial Aid	0.0%	38.0%	56.8%	5.2%
Intramurals	0.5%	81.4%	12.8%	5.2%
Library Services	0.0%	4.7%	89.0%	6.3%
Health Services	6.0%	83.5%	6.3%	4.2%
Tutorial Services	0.5%	76.2%	19.1%	4.2%
Student Employment	0.5%	83.2%	6.3%	4.2%
Food Services	3.4%	58.1%	33.5%	5.0%
Social Activities	0.3%	76.7%	18.1%	5.0%
Cultural Programs	1.6%	80.1%	13.9%	4.5%
Orientation Program	0.8%	58.6%	35.1%	5.5%
Credit by exam	1.0%	83.5%	9.9%	5.5%
Computer Services	0.3%	36.1%	57.6%	6.0%
Parking Facilities	0.5%	3.4%	89.0%	6.5%
Veterans Services	0.5%	79.6%	15.7%	4.2%
Day Care	3.9%	89.9%	2.4%	3.9%

There were no real surprises in the use of these services except the relatively low (¾) rate of use ascribed to academic advisement.

SATISFACTION WITH STUDENT SERVICES:

Service	Very Satisfied	Satisfied	Neutral	Dissat.	Very Dissat.	N/A	Blank	x̄
Academic Advising	27.0%	42.5%	14.0%	11.6%	4.9%	0.0%	0.0%	3.75
Personal Counseling	38.9%	40.7%	11.1%	5.6%	3.7%	0.0%	0.0%	4.06
Career Guidance	26.7%	44.2%	16.3%	5.8%	7.0%	0.0%	0.0%	3.78
Job Placement	20.5%	33.3%	28.2%	10.3%	5.1%	0.0%	2.6%	3.55
Financial Aid	36.9%	34.6%	10.6%	9.2%	7.4%	0.0%	1.4%	3.86
Intramurals	34.7%	42.9%	12.2%	4.1%	0.0%	0.0%	6.1%	4.15
Library Services	38.8%	50.6%	4.1%	3.8%	1.8%	0.0%	0.9%	4.22
Health Services	29.2%	41.7%	8.3%	0.0%	0.0%	0.0%	20.8%	4.26
Tutorial Services	42.5%	30.1%	6.8%	15.1%	4.1%	0.0%	1.4%	3.93
Student Employment	41.9%	32.6%	11.6%	9.3%	2.3%	0.0%	2.3%	4.05
Food Services	19.5%	49.2%	22.7%	3.1%	2.3%	0.0%	3.1%	3.83
Social Activities	29.0%	46.4%	18.8%	2.9%	0.0%	0.0%	2.9%	4.04
Cultural Programs	39.6%	47.2%	5.7%	0.0%	0.0%	0.0%	7.5%	4.37
Orientation Programs	15.7%	45.5%	26.9%	6.7%	3.0%	0.0%	0.0%	3.66
Credit by Exam	31.6%	31.6%	18.4%	7.9%	0.0%	0.0%	10.5%	3.97
Computer Services	45.0%	41.8%	9.5%	2.3%	0.9%	0.0%	0.5%	4.28
Parking Facilities	14.0%	36.8%	18.1%	18.7%	12.3%	0.0%	0.0%	3.22
Veterans Services	33.3%	41.7%	10.0%	6.7%	1.7%	0.0%	6.7%	4.05
Day Care	11.1%	22.2%	0.0%	0.0%	22.2%	0.0%	44.4%	3.00

Satisfaction with student services was high. No real surprises were noted (except perhaps day care which had a very small "n" of 9).

SATISFACTION WITH:

Function/Program	Very Sat.	Satisfied	Neutral	Dissat.	Very Dissat.	N/A	Blank	x̄	Average Satisfaction Level
Testing & Grading	23.8	56.8	11.3	3.1	0.3	0	4.7	4.06	High
Study Major	27.7	50.3	9.7	4.7	0.5	2.6	4.5	4.08	High
Instruction	32.5	45.5	9.4	3.9	0.8	7.1	5.8	4.14	High
Instr. Availability	26.7	42.1	20.2	2.4	0.3	4.2	4.2	4.01	High
Teacher Attitude	33.0	48.2	10.5	2.9	0.8	0.0	4.7	4.15	High
Course Variety	28.8	49.5	11.3	4.7	1.0	0.5	4.2	4.05	High
Class Size	41.6	45.8	6.8	0.8	0.0	0.8	4.2	4.35	Very High
Program Flexibility	26.7	40.8	15.7	5.2	1.3	6.0	42.2	3.96	High
Advisor Avail.	18.8	36.6	21.7	6.3	4.2	7.9	4.7	3.69	Good
Advisor Info.	21.2	35.3	18.8	6.5	5.5	7.9	4.7	3.69	Good
Program Challenge	29.3	48.2	12.8	3.9	1.0	0.5	4.2	4.06	High
Occ. Preparation	22.8	43.7	18.6	5.5	2.6	2.6	4.2	3.84	High
Admissions	17.5	51.3	16.0	6.8	3.7	0.5	4.2	3.75	Good
Col. Information	19.4	48.2	17.0	6.5	3.1	1.3	4.5	3.79	Good
F. Aid Info.	15.2	20.9	23.6	9.7	4.2	12.3	4.2	3.52	Good
Staff Assistance	14.4	46.6	20.2	9.7	3.7	0.8	4.7	3.62	Good
Catalog, etc.	30.6	51.0	10.2	1.3	1.0	1.0	4.7	4.16	High
Student Rules	23.8	47.1	19.6	1.3	1.0	2.4	4.7	3.98	High
S. Voice in Col. Policies	7.1	28.0	38.7	3.9	2.9	14.7	4.7	3.40	Fair
Academic Policies	11.0	25.9	33.5	1.8	0.5	22.5	4.7	3.62	Good
Activity Fee	7.1	24.9	37.2	11.8	6.0	7.6	5.5	3.17	Fair
S. Safety	18.3	43.2	21.7	7.9	3.1	0.5	5.0	3.70	Good
Class Facilities	22.0	56.0	11.8	5.5	0.3	0.0	4.5	3.98	High

Function/Program	Very Sat.	Satisfied	Neutral	Dissat.	Very Dissat.	N/A	Blank	x̄	Average Satisfaction Level
Shops/Labs	3.1	7.1	16.8	0.5	0.3	67.0	5.2	3.44	Fair
Bus. Labs.	24.1	33.5	13.9	1.0	1.0	22.3	4.2	4.07	High
Laboratories	21.7	42.7	17.8	2.6	0.5	14.9	4.7	4.03	High
Aut. Facilities	10.5	24.1	17.3	1.0	1.0	41.6	4.5	3.78	Good
Study Areas	19.9	41.4	20.2	3.7	2.6	8.1	4.2	3.82	High
Student Center	12.6	32.7	26.7	3.7	1.6	18.1	4.7	3.66	Good
Bookstore	15.7	45.0	18.3	1.0	3.7	1.6	4.7	3.62	Good
Facility Appear.	34.3	49.5	9.2	2.6	0.0	0.3	4.2	4.21	Very High
Registration Provd.	15.4	47.4	18.3	9.4	5.0	0.3	4.2	3.62	Good
Course Avail.	17.8	43.5	17.0	12.0	5.2	0.3	4.2	3.59	Good
Calendar	25.4	47.4	15.4	3.9	1.8	1.3	4.7	3.96	High
Fee Proceed.	22.0	53.4	13.1	2.6	1.8	2.9	4.2	3.98	High
Individual Conc.	13.9	38.0	32.2	5.8	4.7	1.3	4.2	3.53	Good
Staff Attitude	17.7	36.1	31.2	5.8	3.9	3.3	4.7	3.57	Good
Racial Harmony	18.1	44.0	26.2	3.9	0.5	3.1	4.2	3.81	High
Employ. Op.	7.3	14.9	27.2	5.0	1.0	40.1	4.5	3.41	Fair
Activ. Op.	8.6	29.6	30.4	2.4	1.3	23.3	4.5	3.58	Good
SGA	4.2	17.3	36.9	1.8	0.8	34.5	4.5	3.36	Fair
Corsair	12.8	40.8	26.4	2.8	1.8	10.7	5.0	3.72	Good
PJC in Gen.	26.7	55.0	9.7	3.4	0.8	0.5	3.9	4.08	High

General and specific student satisfaction with the college is very positive. No area fell below 3.00 average (or "poor").

9

10

SPECIAL QUESTIONS:

CAMPUS OF PROGRAM MAJOR:

Site	Percent
Milton	9.4%
Pensacola	61.0%
Warrington	21.2%
Downtown Center	0.3%
NAS	0.0%
Other	0.3%

CAMPUS LOCATION OF MOST STUDENT SERVICES:

Site	Percent
Milton	12.6%
Pensacola	59.2%
Warrington	19.4%
Downtown Center	0.3%
NAS	0.8%
Other	0.3%

AVERAGE CREDITS PER TERM AT PJC:

Credit	Percent
0 - 3	1.8%
4 - 6	8.6%
7 - 9	15.7%
10 - 12	35.9%
13 - 15	24.6%
16 - 18	3.7%
19 or more	1.3%

NON-TRADITIONAL CREDITS EARNED:

Number	Percent
0	60.2%
1 - 3	6.3%
4 - 6	8.6%
7 - 9	4.2%
10 - 12	1.6%
13 - 15	1.8%
16 - 18	1.3%
19 - 21	1.3%
22 - 24	1.0%
25 - 27	0.8%
28 - 30	1.0%
Over 30	3.1%

WHAT CONTRIBUTED MOST TO ACADEMIC LEARNING:

Activity	Percent
Class Attendance	71.7%
Faculty Interaction	10.2%
Staff Interaction	1.0%
Advisor Interaction	0.0%
Student Interaction	6.3%
LRC	1.8%

HOURS PER WEEK IN STUDENT ACTIVITIES:

Hours	Percent
0	68.3%
1 - 2	14.7%
3 - 4	2.6%
5 - 6	2.6%
7 - 8	0.5%
9 - 10	0.8%
11 - 15	0.3%
More than 15	2.4%

EMPLOYMENT WHILE IN SCHOOL HURT GRADES:

Not Employed while in college	67 or 17.5%
Yes Employment hurt my grades	137 or 35.9%
No Employment did not hurt my grades	148 or 38.7%

DECISION ON MAJOR:

Prior to Attending College	46.1%
During First Term of College	11.5%
During Second Term of College	26.7%
Still Undecided (at Graduation)	7.6%

CHANGES IN MAJOR AT PJC:

No major selected as yet (at Grad.)	5.2%
Major was never changed	41.1%
One change in major	28.8%
Two changes in major	11.3%
Three (or more) changes in major	6.0%

WAS PRE-ENROLLMENT INFORMATION SUFFICIENT:

Yes	57.1%	No	35.1%

FACULTY - STUDENT COMMUNICATION WAS:

Very Good	25.9%
Good	41.9%
Average	19.1%
Poor	4.5%
Very Poor	1.0%
No Opinion	0.0%
Blank	7.6%

DEGREE TO WHICH THE CAMPUS ACTIVITY BOARDS REPRESENT THE STUDENTS:

Very Well	5.2%
Fairly Well	22.0%
Not Very Well	7.1%
Not Well at all	2.4%
Uncertain/Don't Know	39.3%
I do not know what CAB is:	15.7%
Blank	7.6%

SINGLE MOST IMPORTANT SOURCE OF COLLEGE FINANCE:

Parents	20.9%
Spouse	6.8%
Employer	4.7%
Employment/Savings	13.1%
Scholarship	7.6%
Pell Grant	23.6%
Supp-Loan	0.0%
Col. Work Study	0.0%
Veterans Benefits	8.4%
PJC Short-Term Loan	2.4%
Stafford Loan	3.4%
Blank, etc.	9.2%

SATISFACTION WITH PJC FINANCIAL AID INFORMATION:

Very Satisfied	13.4%
Satisfied	22.3%
Neutral	14.1%
Dissatisfied	11.3%
Very dissatisfied	7.1%
Not Interested in Fin. Aid	24.1%

WOULD YOU RECOMMEND YOUR PROGRAM AT PJC TO OTHERS:

Yes, I think PJC does a great job.	29.1%
Yes	37.2%
Perhaps, but I think the major needs strengthening	16.2%
No, I am not being well prepared by the program in my major	5.2%
No opinion, as I have not selected a specific major.	4.2%

TUTORIAL ASSISTANCE:

Very Helpful	7.1%
Some what helpful	7.1%
Very little help	2.6%
No help at all	2.6%
Does not apply	7.3%
No tutoring received	65.4%
Blank	7.9%

EVENING HOURS STUDENT SUPPORT AVAILABILITY:

Very Satisfied	6.3%
Satisfied	13.9%
Neutral	20.4%
Dissatisfied	9.9%
Very Dissatisfied	9.7%
Do not apply	31.9%
Blank	7.9%

THE QUALITY OF EVENING INSTRUCTION:

Very Satisfied	22.3%
Satisfied	33.0%
Neutral	10.5%
Dissatisfied	2.9%
Very Dissatisfied	1.3%
Do not apply	22.3%
Blank	7.9%

SUMMER SCHOOL ATTENDANCE:

Attended and was Satisfied	54.2%
Attended and term was too short	8.6%
Attended and offerings were too limited	11.3%
Attended and dates were inconvenient	0.8%
Attended and schedule was inconvenient	1.8%
Did not attend	15.2%
Blank	8.1%

HELPFULNESS OF COLLEGE PREP. REGISTRATION:

Very Helpful	20.9%
Somewhat helpful	12.6%
Not Very helpful	3.9%
Not helpful at all	2.1%
Does not apply	51.3%
Blank	9.2%

CLEARNESS OF PROGRAM REQUIREMENTS:

Completely Clear	36.9%
Usually Clear	42.7%
Confusing	7.1%
Very Confusing	2.4%
No Opinion	1.8%
Blank	9.2%

AVAILABILITY OF PROGRAM COURSES:

Very Satisfied	28.0%
Generally Satisfied	51.6%
Not Satisfied	7.9%
Very disappointed	2.9%
Blank	9.7%

THE SERVICE OF THE LRC WERE:

Excellent	31.4%
Good	44.2%
Fair	7.6%
Poor	2.9%
No Opinion	4.2%
Blank	9.4%

COMPUTER LAB EFFECTIVENESS:

Excellent	27.2%
Good	30.4%
Fair	4.5%
Poor	2.4%
No Opinion	24.9%
Blank	9.7%

APPENDIX

DEMOGRAPHICS OF GRADUATES WHO RESPONDED TO THIS SURVEY

AGE: The ages of these graduates at the time of survey (fall 1993 and spring 1994) are as follows. (Note that there are rounding errors and blank data items that frequently prevent exact 100% counts.)

All Graduates	Percent in each age group		Cumulative %
0-18	1.8%		1.8%
19	6.3%		8.1%
20	9.9%		18.0%
21	7.6%	58.8%	25.6%
22	6.0%	(0 - 29)	31.6%
23-25	14.1%		45.2%
26-29	13.1%		58.8%
30-39	21.5%		80.3%
40-61	16.0%		96.3%
62-Up	0.0%		96.3%
Unknown	3.9%		100.2%

The age at graduation reflects the complex and diverse nature of students in this comprehensive community college (part-time, full-time, and of a broad range of ages; plus enrollment in certificate programs (one year or less at full-time) and associate degree programs of two years if full-time). Yet the modal single year of graduation at 20, is what might be expected of high school graduates who immediately enrolled at PJC after high school graduation, if eighteen at the time of high school graduation. No one graduated past 61, and 58.8% of these graduated from PJC were younger than thirty. The "older" group was significant at 37.5%: 21.5% 30 through 39 and 16.0% 40 through 61. If the "normal college age" graduates were said to be aged at 18 through 22 at graduation, then 31.6% would have been in this conventional group. So, it could be argued that the older "new students" group so often cited in the literature amounted to 68.4 or of the total group of graduates.

Males and females differed in age groups; with females slightly younger than males.

	Cumulative %	
	Males	Females
0 - 18	0.0%	2.3%
19	5.6%	9.1%
20	17.7%	18.6%
21	26.1%	25.8%
22	31.2%	32.3%
23-25	42.0%	48.6%
26-29	57.9%	61.1%
30-39	77.5%	84.3%
40-61	99.9%	98.4%
62-Up	99.9%	98.4%

Full and part-time students also differed in age groupings; with full-time graduates substantially younger than the part-time graduates.

	Cumulative %	
	Full-Time	Part-Time
0 - 18	2.6%	0.0%
19	11.3%	3.1%
20	24.8%	8.5%
21	32.6%	17.0%
22	36.9%	27.1%
23-25	52.1%	38.7%
26-29	64.7%	55.0%
30-39	85.6%	79.8%
40-61	99.1%	99.2%
62-Up	99.1%	99.2%

There are also some differences in the ages represented by each campus; with the Milton campus having the youngest graduates, the Pensacola campus with the next oldest graduates and the Warrington campus with the oldest graduates.

	Cumulative %		
	Milton	Pensacola	Warrington
0 - 18	5.6%	1.7%	0.0%
19	19.5%	8.6%	2.5%
20	30.6%	20.2%	11.1%
21	38.9%	27.9%	18.5%
22	41.7%	35.6%	22.2%
23-25	58.4%	48.9%	37.0%
26-29	75.1%	60.1%	55.5%
30-39	89.0%	82.8%	82.7%
40-61	97.3%	99.1%	100.0%
62-Up	97.3%	99.1%	100.0%

GENDER: The sex of PJC graduates in the Fall of 1993 and Spring of 1994 was:

	Percentages	
	Male	Female
All Graduates	28.0%	68.8%
Milton Campus	22.2%	75.0%
Pensacola Campus	30.5%	69.5%
Warrington Campus	24.7%	75.3%
Full-Time	26.5%	73.0%
Part-Time	33.3%	66.7%
Day Classes	27.4%	72.2%
Evening Classes	33.8%	66.3%
AA Graduates	33.1%	66.3%
AS Graduates	28.8%	71.2%

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	Percentages	
	Male	Female
African-Americans	22.7%	77.3%
Caucasians	26.7%	73.3%
Financial Aid Recipients	29.3%	70.7%
Worked 21 + Hrs./Wk.	34.8%	64.6%

These PJC graduates were over twice as many females as males. The Pensacola campus had more male graduates in terms of percentages than either Milton or Warrington. Full-time students are more likely to be female than male; and more, in terms of percentage, than either male or female part-time graduates; the same for females in day versus evening classes.

RACE: The ethnic or racial background of these graduates was as follows:

	Percentages						
	Black	Indian	White	Mexican	Asian	Hispanic	Other
All Graduates	5.8%	2.1%	78.5%	0.5%	3.7%	1.0%	1.0%
Males	4.7%	5.6%	74.8%	0.0%	6.5%	1.9%	2.8%
Females	6.5%	0.8%	83.7%	0.8%	2.7%	0.8%	0.4%
Milton Campus	2.8%	0.0%	88.9%	0.0%	2.8%	0.0%	0.0%
Pensacola Campus	3.9%	3.0%	80.7%	0.4%	5.2%	1.3%	0.9%
Warrington Campus	11.1%	1.2%	81.5%	1.2%	1.2%	0.0%	2.5%
Full-Time	5.7%	2.6%	80.4%	0.9%	3.9%	0.9%	1.3%
Part-Time	7.0%	0.8%	82.2%	0.0%	3.9%	1.6%	0.8%
Day Classes	5.2%	1.7%	81.9%	0.7%	3.8%	1.4%	0.7%
Evening Classes	8.8%	3.8%	77.5%	0.0%	3.8%	0.0%	2.5%
Associate of Arts	7.1%	2.4%	76.9%	0.6%	5.3%	2.4%	0.6%
Associate of Science	6.5%	1.4%	82.0%	0.7%	0.0%	1.4%	3.6%
Financial Aid Recipients	5.5%	3.9%	81.2%	1.1%	2.8%	0.6%	1.1%
Worked 21 + Hrs./Wk.	6.6%	2.8%	82.3%	0.6%	3.9%	1.7%	0.6%

It is of note that Warrington has, at 11.1%, a large percentage of black graduates; almost twice that of the total group. (this is probably due to the special efforts made for racial balance in the health-related programs and the low rate of attrition among these programs).

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MARITAL STATUS: The marital status of this group of graduates was:

	Percentages		
	Single	Married	Separated
All Graduates	55.2%	39.0%	1.8%
Males	52.3%	45.8%	1.9%
Females	58.6%	38.0%	1.9%
Milton Campus	63.9%	33.3%	2.8%
Pensacola Campus	61.4%	35.2%	2.1%
Warrington Campus	39.5%	59.3%	1.2%
Full-Time	63.0%	34.3%	2.2%
Part-Time	45.5%	50.4%	1.5%
Day Classes	61.1%	36.5%	2.1%
Evening Classes	43.8%	52.5%	1.3%
AA Graduates	65.7%	31.4%	1.8%
AS Graduates	47.5%	50.4%	1.4%
Black	68.2%	31.8%	0.0%
White	56.3%	41.3%	2.0%
Financial Aid Recipients	55.8%	40.3%	2.8%
Worked 21 + Hrs./Wk.	59.1%	38.1%	2.2%

A notable exception is the relatively high percentage, (59.3%) of married graduates from the Warrington Campus.

COMMUTING DISTANCE: The question, "How far from this two-year college do you currently live?" resulted in the following:

	Percentages			
	All Graduates	Milton Campus	Pensacola Campus	Warrington Campus
Under 1 mile	3.1%	5.6%	1.3%	8.6%
1-5	26.7%	22.2%	27.9%	30.9%
6-10	23.3%	13.9%	27.0%	17.3%
11-20	24.3%	25.0%	28.8%	16.0%
21-40	12.0%	27.8%	10.7%	11.1%
Over 40 miles	6.5%	5.6%	3.4%	14.8%

Seventy-seven point four percent of all these graduates live within ten miles of the campus of their main concentration of courses. Six point five percent lived over fifty miles away, however, the Warrington campus had an unusual number of graduates who lived less than a mile from campus (8.6% - perhaps due to Navy personnel) and an unusual number who lived forty or more miles from campus (14.8% - probably due to off campus health-related programs.)

DEPENDENT CHILDREN: These graduates reported the following dependent children:

	%
	All Graduates
No children	56.3%
One	19.6%
Two	15.7%
Three	3.7%
Four or more	1.6%

Warrington graduates, however, had nearly twice the number having two children (30.9%) and three children (6.2%). Other subcategories of graduates closely reflected the percentages of all of these graduates.

EMPLOYMENT: These PJC graduates reported the following work hours per week during school:

	Percentages				
	All Graduates	Full-Time	Part-Time	Day Students	Evening Students
0 hrs. or odd Jobs	31.7%	39.1%	21.7%	38.9%	10.0%
1 to 10	2.6%	3.0%	2.3%	2.8%	2.5%
11 to 20	14.7%	20.0%	7.8%	18.4%	3.8%
21 to 30	16.5%	18.7%	14.7%	20.8%	3.8%
31 to 40	21.7%	13.9%	32.2%	14.6%	51.3%
Over 40	9.2%	4.8%	15.5%	3.8%	28.8%

Graduates from Warrington (48.1% - O hours) had worked least, Milton graduates had worked more (33.3% - 0 hours) and Pensacola graduates had worked the most (27.0% - 0 hours).

FINANCIAL AID: The following was the reported financial participation aid rates for these graduates.

	Percentages	
	Yes	No
All Graduates	47.4%	49.5%
Males	49.5%	50.5%
Females	48.7%	51.0%
Milton Campus	66.7%	33.3%
Pensacola Campus	45.1%	54.9%
Warrington Campus	54.3%	45.7%
Full-Time	54.8%	45.2%
Part-Time	38.0%	62.0%
Day Classes	49.7%	50.3%
Evening Classes	47.5%	52.5%
African-Americans	45.5%	54.5%
Caucasians	49.0%	51.0%
Worked 21 + Hrs./Wk.	43.1%	56.9%

EDUCATIONAL STATUS: These graduates presented the following statistics with respect to their educational experience at PJC.

ENROLLMENT STATUS: At the time of graduation these students were enrolled as follows:

	Percentages	
	Full-Time	Part-Time
All Graduates	60.2%	33.8%
Day Classes	71.9%	26.4%
Evening Classes	26.3%	66.3%
Financial Aid Recipients	69.6%	27.1%
Worked 21+ Hours per week	47.5%	48.1%

EDUCATIONAL OBJECTIVE: This answers the question, "Purpose for entering this two-year college?" The categories provided in the ACT questionnaire may have been less than ideal for discriminating student motivation. However, the percentages for various categories of graduates are remarkably consistent except for graduates from the Milton and Warrington campuses, which present substantially different patterns of student aims.

	Percentages			
	All Graduates	Milton	Pensacola	Warrington
No Purpose	1.3%	0.0%	1.3%	2.5%
Self Improvement	1.3%	0.0%	0.9%	2.5%
To Take Job Courses	1.8%	0.0%	1.7%	1.2%
Two-year Transfer (AA)*	2.6%	8.3%	2.1%	2.5%
Four-year Transfer (AA)*	44.2%	66.7%	51.5%	19.8%
Vo-Tech Program (AS + Cert.)	4.5%	0.0%	2.1%	14.8%
Certification (AS + Cert.)	1.0%	0.0%	0.9%	2.5%
Associate Degree (AS)	36.4%	19.4%	36.9%	49.4%
Other	1.3%	0.0%	1.7%	1.2%

* These two categories are ambiguous and should be combined.

PRIOR STATUS: "Which of the following was true for you at the time you first entered this two-year college?"

	Percentages			
	All Graduates	Milton	Pensacola	Warrington
Entered from High School	28.8%	38.9%	33.9%	16.0%
Entered after Work	27.2%	25.0%	27.0%	30.9%
Transferred from 2-Year College	5.8%	8.3%	6.4%	3.7%
Transferred from 4-Year College	8.1%	8.3%	9.0%	6.2%
Completed Military	9.7%	8.3%	7.7%	16.0%
Other	17.0%	11.1%	15.0%	27.2%

TIME TO GRADUATE AT PJC: "Indicate the number of years you have attended this college."

	Percentages			
	1 Year	2 Years	3 years	4 + years
Total Graduates	10.2%	39.3%	26.2%	20.2%
Milton Campus	16.7%	38.9%	19.4%	22.2%
Pensacola Campus	8.6%	38.6%	30.0%	21.9%
Warrington Campus	12.3%	49.4%	22.2%	16.0%
Full-Time	13.0%	46.5%	25.7%	13.5%
Part-Time	6.2%	31.8%	29.5%	31.8%
Day Classes	10.8%	46.2%	27.4%	14.6%
Evening Classes	10.0%	20.0%	26.3%	42.5%
Worked 21 + Hours per week	9.9%	34.3%	30.9%	24.3%

DAY VS. EVENING: "Which type of classes do you most frequently attend?"

	Percentages	
	Day	Evening
All graduates	75.4%	20.9%
Milton Campus	72.2%	27.8%
Pensacola Campus	78.1%	21.0%
Warrington Campus	79.0%	21.0%
Full-Time	90.0%	9.1%
Part-Time	58.9%	41.1%
Black	68.2%	31.8%
White	78.7%	20.7%
Financial Aid Recipients	79.0%	21.0%

AREA OF STUDY VS. OCCUPATIONAL CHOICE:

	Current Area of Study	Occupational Choice
Undecided	5.0%	5.0%
Agriculture	1.8%	1.8%
Architecture	0.5%	0.5%
Business Management	14.4%	14.4%
Business & Office	5.2%	5.2%
Marketing & Dist.	0.3%	0.3%
Communications	2.1%	2.1%
Community Service	6.5%	6.5%
Computer Science	4.5%	4.5%
Cross-Discipline	0.5%	0.5%
Education	7.3%	7.3%
Teacher Education	5.2%	5.2%

continued.

	Current Area of Study	Occupational Choice
Pre-Engineering	3.7%	3.7%
Engineering	2.1%	1.8%
Foreign Language	0.0%	0.0%
Health Science	19.4%	21.5%
Home Economics	1.0%	1.0%
Letters	0.5%	0.0%
Mathematics	0.5%	0.3%
Religion/Philo./Theo.	0.3%	0.5%
Science	2.9%	1.6%
Science	2.9%	1.6%
Social Science	7.3%	7.6%
Trade & Industrial	0.5%	0.8%
Arts: Vis. & Perf.	0.3%	0.5%
Unknown	4.5%	7.3%
TOTAL	100.0%	100.0%

There is a close, but not perfect, correlation between the area of study and anticipated occupation.